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Rhode Island College

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# WHAT'S NEWS

## AT RHODE ISLAND COLLEGE

Vol. 7, No. 22 February 23, 1987

Mr. Olsen

### College or the Marines? Responsibilities either way!

by Lisa Marie Cashman

A Mediterranean cruise to Beirut? Well, not exactly. But, according to former active U.S. Marine David Moran of Lincoln, Parris Island was like ice cream and pizza compared to the time he spent guarding the U.S. barracks in Beirut.

Twenty miles off the coast of Lebanon on a Navy ship headed toward what seemed like "nowhere in particular," Moran and his comrades boarded a helicopter and were transported to the barracks in that besieged city.

Now a fulltime freshman student at Rhode Island College in the industrial education department, Moran indicates that when he first signed up for the Marines it was a case of not being ready for the responsibilities of college.

His experiences with the Marines in the Middle East, however, probably demanded more responsibility on his part than most college students ever have to face.

During the eight months spent guarding "the fence" and running along the edges of buildings to protect himself from the shots being fired by the PLO, the Shiites and Druse Militia, Moran found little time for anything but the responsibility of keeping himself and others alive.

When he did get time off, he would try to see as much of the favorable aspects of the Mid-East as possible.

With the Israel liberty port only a boatride away, Moran traveled to and through Israel which, he says, one can do "from one side to the other in four hours."

Beirut -- although some parts were "devastating" and the nearest Holiday Inn looked like it had been used for target practice -- really made an impression on him.

He recalls the "innocence and friendliness of the children."

"Instead of trying to eat the military food at the base (all the time), we would buy food from the local merchants through a group of children who took our orders through the fence and then returned with the food," he says.

What astonished him was the honesty these children displayed. Time after time they would return with the Marines' change to the penny which, Moran indicates, was more than they had expected.



David Moran

This exchange continued for some time, he notes, until he and his buddies came down with a "terrible case of salmonella which was probably due to some bad mayonnaise. It left quite a few Marines immobile for days," he says.

"Imagine," he observes, "there were people trying to kill us from all angles, and, if they had known we were in this condition, it could have been over for us!"

Looking back on his experiences there, this 22-year-old former Eagle Scout wouldn't choose to return, but he does continue to serve in the Marines as a member of the reserves.

The U.S. Marines were a part of the multi-national peacekeeping force in Beirut of which Moran was proud to be a part.

The experience, he feels, has given him a broader outlook on life, a greater knowledge of world events and a "good sense of responsibility."

For David Moran it is no longer an "either/or" proposition. He has chosen the responsibilities of both military service and college.

### Rhode Island College Debate Council is tops at international debate tournament

by Lisa Marie Cashman

"The World has reached the End of Its Intellectual and Physical Resources" was the topic of debate which ensured the Rhode Island College Debate Council top honors at the McGill University Tournament Saturday-Sunday, Jan. 31-Feb. 1, in Montreal, Canada.

Last year's tournament winner, Victoria University of Christchurch, New Zealand, finished fifth, and the University of Montreal was the only Canadian team in the top five, finishing fourth.

Dr. Audrey Olmsted, the debate council's faculty advisor, expressed her satisfaction with the council's success via a telephone interview after the tournament. She said she also felt the council's performance was "the most significant accomplishment" in the nine seasons she has coached it.

According to Olmsted, in the past eight consecutive tournaments, Rhode Island College has made it at least to the top 10 in the semi-finals.

This season an unusual event took place, noted Olmsted. The Rhode Island College Debate Council had to debate itself.

The team of senior Simon Lono and junior Mara Dolan ended up debating the second team from the college, senior Paul Yates and junior Richard Farley, explained the advisor.

The results were: the first team defeated the second team, leaving the team of Yates and Farley in third place with a 5-1 record. The team of Lono and Dolan went on to the final public debate where they beat a team from King's Inn, the national law

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### AIDS response guidelines are established by college

Eight member oversight committee is formed

Rhode Island College has developed a set of guidelines for responding to Acquired Immune Deficiency Syndrome (AIDS).

Formulated by an eight member committee, the guidelines were established for the education and protection of both individuals and the college community.

In conjunction with the creation of the guidelines the committee which drew them up was asked to continue serving as an AIDS oversight committee.

"The overarching responsibility is to educate the population so that we may respond appropriately if and when we have to confront the situation," observes Dr. Gary M. Penfield, vice president for student affairs and dean of students.

The on-going work of the oversight committee will be to assist in the educational efforts and to update the guidelines as new research becomes available.

"The committee will also be helpful if and when a case or cases of AIDS is found on campus," explains the vice president.

Contained in six closely spaced pages, the guidelines are based upon the most current available medical information from the Rhode Island Department of Health and the Centers for Disease Control.

There are four general guidelines and 18 specific guidelines.

The general guidelines say:

- A case-by-case approach will be utilized to consider each situation as it arises, in order to provide the maximum support to the person with AIDS and protection for the welfare of the community.
- Actions taken will comply with the laws relating to public health practices and rights of individuals to privacy and confidentiality.
- The usual college procedures for reviewing situations of illness/disability will be followed.
- The guidelines apply to students, faculty and staff.

The specific guidelines deal with the recommendations of the Public Health Service regarding the ways in which AIDS can be transmitted and what steps should be taken to reduce and/or avoid exposure to and transmission of the disease.

They also address questions of whether or not to restrict access by individuals diagnosed as having AIDS to college facilities.

For example, one of the points in the document says: "there is no medical justification for restricting the access of most students with AIDS, AIDS Related Complex (ARC) or positive HTLV-III an-

tibody test to student unions, theaters, restaurants, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, or other common areas."

Another guideline specifies that "consideration of the existence of AIDS, ARC, or a positive HTLV-III antibody test will not be part of the initial decision for admission or employment."

A third point in the document says: "college officials will not undertake programs of screening newly admitted or current students for antibodies to HTLV-III; neither will mandatory screening of employees be implemented. The college will not attempt to identify those in high risk groups and require screening only of them."

Other guidelines advise on safety precautions, call for the adoption of safety guidelines for handling blood and blood fluids, and/or address the questions of health care procedures and medical information policy.

The document was compiled and drafted by Mary B. Olenn, RN, M.Ed., consultant for health promotion at the college.

Much of the information contained in the specific guidelines was taken from the American College health Association *General Statement on Institutional Responses to AIDS* (Dec. 2, 1985).

Olenn explained to *What's News* that the guidelines were developed in concert with an on-going effort to educate and inform the college community about AIDS.

Last year there was a conference at the college on the topic of AIDS and in addition resident assistants in the college's housing department were trained prior to the opening of college in September, 1986.

"The program has been developed from the beginning to encompass the heterosexual population," Olenn observes, explaining that many other public education efforts regarding AIDS have hitherto concentrated on the homosexual and intravenous drug-using population.

Included in the educational program developed by Olenn is a health watch table which is set up weekly in the college's Donovan Dining Center to offer resources on matters of health to the Rhode Island College community. The table which is staffed by Olenn and/or students who work with her has been providing information on AIDS since last spring.

On Feb. 17 the table included an educational display of condoms. According to Olenn the display generated a number of

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## Prof's book on Islamic law published in London

Dr. Carolyn Fluehr-Lobban's book, *Islamic Law and Society in the Sudan*, has been published in London, England, by Frank Cass and Co., Ltd., reports the professor of anthropology at Rhode Island College.

The book is an analysis of Islamic personal status laws regulating Muslim marriage, divorce, child custody, alimony and support, inheritance and other family matters among Sudan's 70 percent Muslim population.

Professor Fluehr-Lobban conducted research for the book while on sabbatical leave from the college in 1979-80, and wrote much of the manuscript while a Mellon Fellow at the University of Pennsylvania in 1981-82.

The manuscript was accepted for publication in 1984 and went into production in 1986.

### Focus on the Faculty and Staff

**Carol A. Hryciw-Wing**, head of technical services at the James P. Adams Library, is the author of the recently published book *John Hawkes: A Research Guide* (New York: Garland, 1986). The work is a comprehensive bibliography of all English language materials by and about John Hawkes, the contemporary American novelist.

**Dr. Kenneth I. Ainley**, associate professor of health education and coordinator of the graduate program in health education, has completed writing the "Instructional Guidelines for Health Education for Rhode Island." This document which establishes the expected outcomes for health education for grades K-12 will be available to all public schools before summer.

### Night at black box

The Growing Stage, Rhode Island College's student theatre organization, will present *A Night at the Black Box*, Feb. 26-28 in the Little Theatre of Roberts Hall. Jay Blakemore and Donna Dufresne will direct. Admission to the production is free. The public is invited. Seating may be limited.

The dust jacket design was created by Rhode Island College art professor Lawrence F. Sykes, who used the traditional Sudanese *tabaq* (a woven food covering) as the backdrop for sketches of a Sudanese man, woman and child.

In the United States, the book is available through Biblio Distribution Center, 81 Adams Drive, Totowa, NJ 07511.

## Essay Contest

Rhode Island College Women's Center is sponsoring an essay contest. Topic is "A woman whose actions made or are making the world better for other people."

The essay must be type-written and no more than 500 words.

Entries should be submitted to the Women's Center in the Donovan Dining Center, Mall entrance, by noon, Monday, March 2.

First prize is \$50. Other prizes will be announced later.

## Unity Lunch set Feb. 25

The fourth annual Black History Month Unity Luncheon will be held Wednesday, Feb. 25, from noon until 2 p.m. in the Rhode Island College Faculty Center dining area.

The luncheon, which is open to all, is being sponsored by the African Afro-American Studies Program, the Asian Student Assn., Harambee, the Latin American Student Organization, and the office of Student Life/Minority Affairs.

Those planning to attend should R.S.V.P. via telephone 456-8061 by Monday, Feb. 23.

## Legislative Alert

### SENATE

**87-S-137 (Lederberg) H.E.W.** This Act seeks to reduce the size of classes in grades kindergarten through 3, and for the freezing of class sizes in grades 4 to 6. The problem is not mandatory, but financial incentive is provided.

**87-S-139 (Gibbs) Finance.** This Act creates the Elementary and Secondary Education Excellence Fund, and also appropriates from the Federal Reduction Relief Fund \$1,000,000 for the Textbook Modernization and Improvement Fund, and \$3,000,000 for the Elementary and Secondary Education Excellence Fund.

**87-S-157 (Weisner) Finance.** This Act requires the state to reimburse the cities and towns for the full cost of educating Foster children within the city or town.

**87-S-181 (Russo) Finance.** This Act would revise the education and formula for the Regionalized School Districts.

### HOUSE

**87-H-5335 (Gorham) Finance.** This Act creates the Elementary and Secondary Education Excellence Fund and also appropriates from the Federal Reduction Relief Fund \$1,000,000 for the Textbook Modernization and Improvement Fund, and \$3,000,000 for the Elementary and Secondary Education Excellence Fund.

**87-H-5337 (Gorham) Finance.** This Act would help students acquire the skills of literacy: basic reading, writing, speaking, listening and mathematic skills, would reduce the number of students who drop out of school before graduation from high school, and would reduce adult illiteracy.

## Resident Assistant Positions Available

*The Office of Residential Life and Housing Challenges  
You to Challenge Yourself - Become a Resident Assistant!*

We have 16 resident assistant positions available for the 1987-88 academic year:

### QUALIFICATIONS

- A minimum cumulative grade point average of 2.0 (2.25 preferred) as of Fall '86.
- Two semesters of residence hall/group living experience.
- Sophomore or higher academic standing.
- Must demonstrate leadership potential, dedication to and involvement in college activities.
- Show evidence of personal responsibility and integrity as well as genuine concern for residents and residence life.
- A willingness to live in an assigned room and hall.

### RESPONSIBILITIES

- Assist in hall programming and other student development activities.
- Assist in discipline and the resolution of residents' concerns, complaints and conflicts.
- Assigned on-call duty one night a week and one weekend a month.
- Attendance at staff meetings, summer and winter orientation and in-service training.

### REMUNERATION

- Room, board (15 meal plan plus weekend meals when on duty).

Anyone interested in becoming a resident assistant must attend one of these two interest sessions:

Monday, Feb. 23 at 10 p.m., Willard Rec Room

Tuesday, Feb. 24 at 10 p.m., Browne Upper Lounge

*The Resident Assistant - Student leaders of today; successful leaders of tomorrow!!!*

## What's News DEADLINE Tuesday, 4:30 p.m.



**WHAT'S NEWS**  
AT RHODE ISLAND COLLEGE

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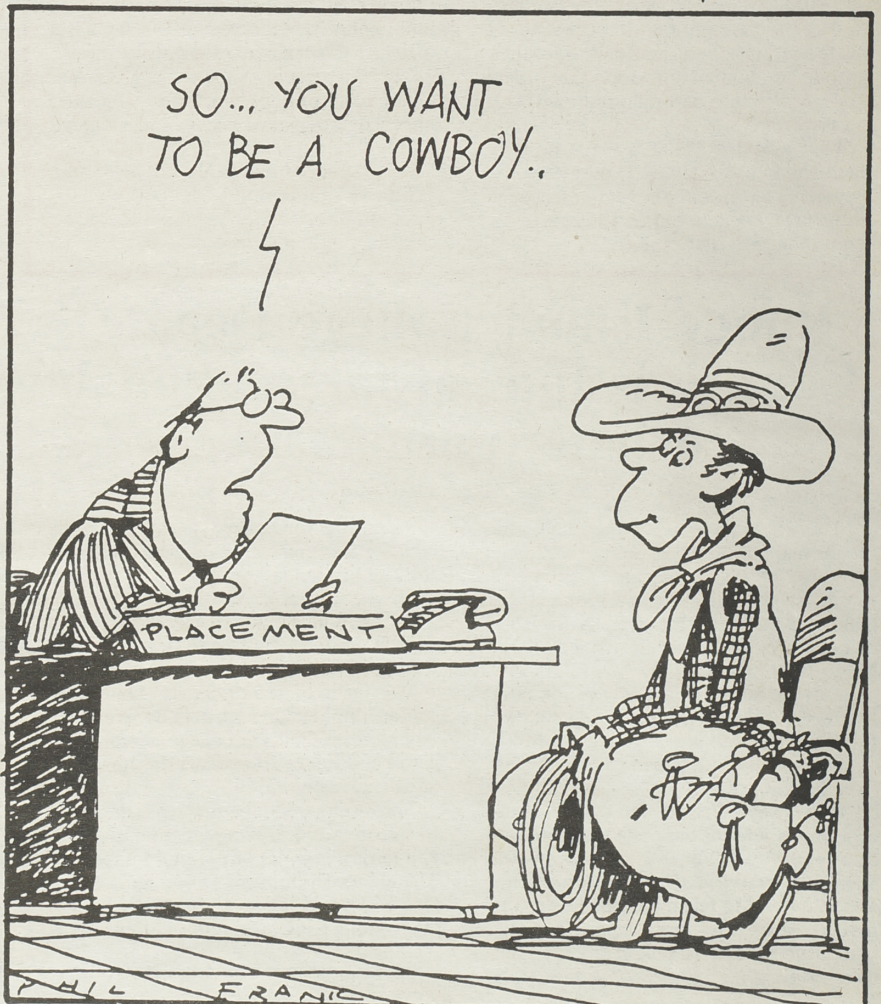
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# The Second Front Page

What's News @ Rhode Island College



## Open forum with president draws large audience

*Guardo calls Blue Ribbon Report 'careful work'*

President Carol J. Guardo (l) responds to suggestion offered by Prof. Marion Wright of the anthropology/geography department at open forum held Feb. 13 in Student Union ballroom. (What's News Photos by Gordon E. Rowley).



Rhode Island College president, Dr. Carol J. Guardo met with more than 100 members of the Rhode Island College community at an open faculty forum sponsored by the Council of Rhode Island College on Friday, Feb. 13.

The 2 p.m. meeting took place in the ballroom of the Student Union.

Dr. George Epple, associate professor of anthropology/geography, chair of council, introduced the president and acted as moderator.

Four questions had been forwarded to Guardo in advance by the council and served as the basis for her remarks. Other questions were asked from the audience.

Guardo began her remarks by reporting at length on the work of the Blue Ribbon Commission to Study the Funding of Public Higher Education in Rhode Island Including Compensation of Faculty.

Calling the report "a careful piece of work," the president told the gathering "it deserves our attention."

Guardo reported to the faculty that the commission agrees there is a problem in the area of faculty compensation.

She told the forum that it is not yet known how the monies recommended by the commission to address the issue of faculty compensation might be divided among the state's three institutions of higher education.

The commission is on record as recommending a "one-time compensation infu-

sion program" totalling approximately \$1.4 million.

The program would be implemented over two years with an appropriation of \$600,000 in fiscal 1988 to be allocated by the Board of Governors to the faculties of the three institutions on the basis of performance and with an additional \$400,000 appropriation in fiscal 1989 that would only be available if matched by savings generated by the three institutions. The savings would come about through "continued improved academic and administrative productivity and efficiency," according to the report.

Calling the commission's work a good starting point, the president responded to several questions from the floor regarding the gap between what the commission is recommending and the amount of increase in faculty compensation advocated by the president in her remarks to the commission one year ago.

Declaring that the college must adopt a positive attitude about the compensation question, Guardo declined to go into further detail at this time regarding the administration's strategy for possibly increasing the funding available to Rhode Island College for faculty compensation. She cited the unknown elements in the funding process and the role of collective bargaining.

Guardo also discussed what has come to be known as the "merger question."

The Blue Ribbon Commission, among its recommendations, suggests that either the

Board of Governors for Higher Education or a legislative commission should retain an "experienced national expert (with no vested interest in Rhode Island) to review and to suggest the most appropriate educational and cost-effective organizational relationship" that could exist between Rhode Island College and the University of Rhode Island as well as Rhode Island College and the Community College of Rhode Island.

Guardo told the gathering that the college is open to a study which would consider all the options in the report including joint programming.

The president pointed out that the report does not define the concept of "merger".

She observed that there is a great deal of difference between full programmatic merger and administrative consolidation with each campus retaining its identity and function.

The president addressed a number of other topics including administrative organization, governance, the general education curriculum and the maintenance of campus buildings.

Among her observations she drew the gathering's attention to her address at the Aug. 27, 1986 opening convocation in which she set forth her agenda for the academic year.

She reminded the group that each unit in the college community needed to review the agenda and apply its elements to their own area, department or program.

She told questioners that the program for improving the campus and its facilities was progressing according to a planned schedule, but urgent problems should be reported for immediate attention.

Guardo told the audience that consistent with her remarks on Aug. 27 she felt the general education curriculum needed to be examined with the goal of better fitting it to the college's current mission.

Prof. Marion Wright of the anthropology/geography department rose to suggest that the college bring an expert or experts to campus some time in the very near future to speak to faculty, interact with departments and create a dialogue on the matter of general education from which the college might generate some specific recommendations for change.

Guardo termed the suggestion a good one.

Before the president took the floor at the beginning of the forum there was a brief confrontation at the podium between Epple and Dr. T. Steven Tegu, professor emeritus of modern languages. Tegu took the microphone and after an exchange with Epple made a statement regarding Portuguese language instruction at the college. The meeting continued without further incident.

The forum concluded with a social hour at which refreshments were served and the people in attendance had the opportunity to speak informally with President Guardo.

## New fad: some states may let parents 'pre-pay' tuition

*7 states may adopt 'pre-pay' laws, some cool to idea*

by Lisa Jean Silva

(CPS) — Just since Jan. 5, legislators in seven states have proposed creative new programs to let moms and pops "enroll" their infants and children in college years in advance.

The programs — arguably now a fad among administrators — vary in detail, but generally let people prepay tuition for their children up to 18 years before the kids get to college.

While as many as 60 private, generally small campuses have adopted such programs since 1984, in recent weeks whole states moved toward applying them to vast public college systems.

Michigan adopted a prepaid tuition plan two months ago. Now Florida, Illinois, Indiana, Maryland, Missouri, Pennsylvania and Texas lawmakers have jumped on the still-untested idea. As many as 35 others have expressed interest in it.

Yet some financial advisors are unwilling to endorse it. Still others voice dismay about it.

They argue the programs may be risky for students, parents and even the states that finance them.

"Like with any investment, there is some risk," says Ralph Hodel of the Il-

linois Board of Higher Education, which expects to adopt a prepaid tuition plan of its own by April 1.

Here's how a state college program would work:

Parents pay a lump sum of money — say \$5,000 — to a college fund when their child is very young. The state treasury manages the fund and invests the money, which earns interest. In theory, the interest will multiply into enough money during 15 to 18 years to pay for tuition by the time the child gets to college.

Parents get a guarantee they won't have to pay more in tuition even if prices rise,

and don't have to pay taxes on the interest money their lump sum investments earn through the years.

"It's like buying a service contract on an appliance," explains Robert Kolt of Michigan's Treasury Department. "You might pay \$50 today for what may be \$200 worth of service in the future."

In Michigan's program — called BEST (Baccalaureate Education System Trust) — parents of a five-year-old child today would pay \$3,484 to the fund. By 2005, when the child would be a freshman, that money will have multiplied into enough to

(continued on page 6)



# Behind the scenes at the RISD Museum



By Laurence J. Sasso, Jr.

It was an opportunity to be seized. The Rhode Island School of Design Museum invited the faculty of Rhode Island College's art department to a reception and a chance to go behind the scenes at the museum, a chance to see some of the holdings in the RISD collection which are not on public display.

Beginning in the Medieval Room with refreshments and a welcome by the museum's director Franklin W. Robinson, the Feb. 12 event was something an art lover dreams about.

After the group of some 30 Rhode Island College faculty members, students and their guests socialized with Robinson and others from RISD, the director led a tour through the labyrinth of corridors, galleries and storage areas which make up the buildings the museum occupies.

In one room with drawers bearing labels such as "Velvet Before 1700" Robinson showed the gathering a piece of Peruvian cloth which is 1500 years ago.

It is one of the 63,500 items in the RISD Museum's collection, Robinson explained.

He told the group that there are ever only 1500 objects on view at any given time (five percent of the museum's holdings).

As the tour continued Robinson treated the visitors to a look at the museum's Rembrandt, a Van Gogh, several Degas and a

running commentary which gave his audience some idea of the excitement and challenge inherent in managing an art museum.

Robinson explained that some works in the collection are so valuable and so sensitive to environmental factors such as sunlight they cannot be put on view. A Degas drawing is quickly returned to its dimly lit place of rest to illustrate his comment.

In another storage room he rummages in a cabinet and comes out with a ninth century key. He holds it up for all to see.

"The point for me of a museum like this is everything can be beautiful," he says.

In a moment he is pulling out a drawer to reveal a collection of keyholes.

"Isn't it wonderful — rococo keyholes," he says, delighted.

And so it went. Furniture from early America, a wooden leg splint designed during World War Two by Charles Eames, guns, knives, Chinese artifacts and Roman glass ware.

During the part of the tour when the Degas works were being shown Robinson remarked, "They say the first thing you learn in life is to put on armor. The first thing you learn in art is to take it off."

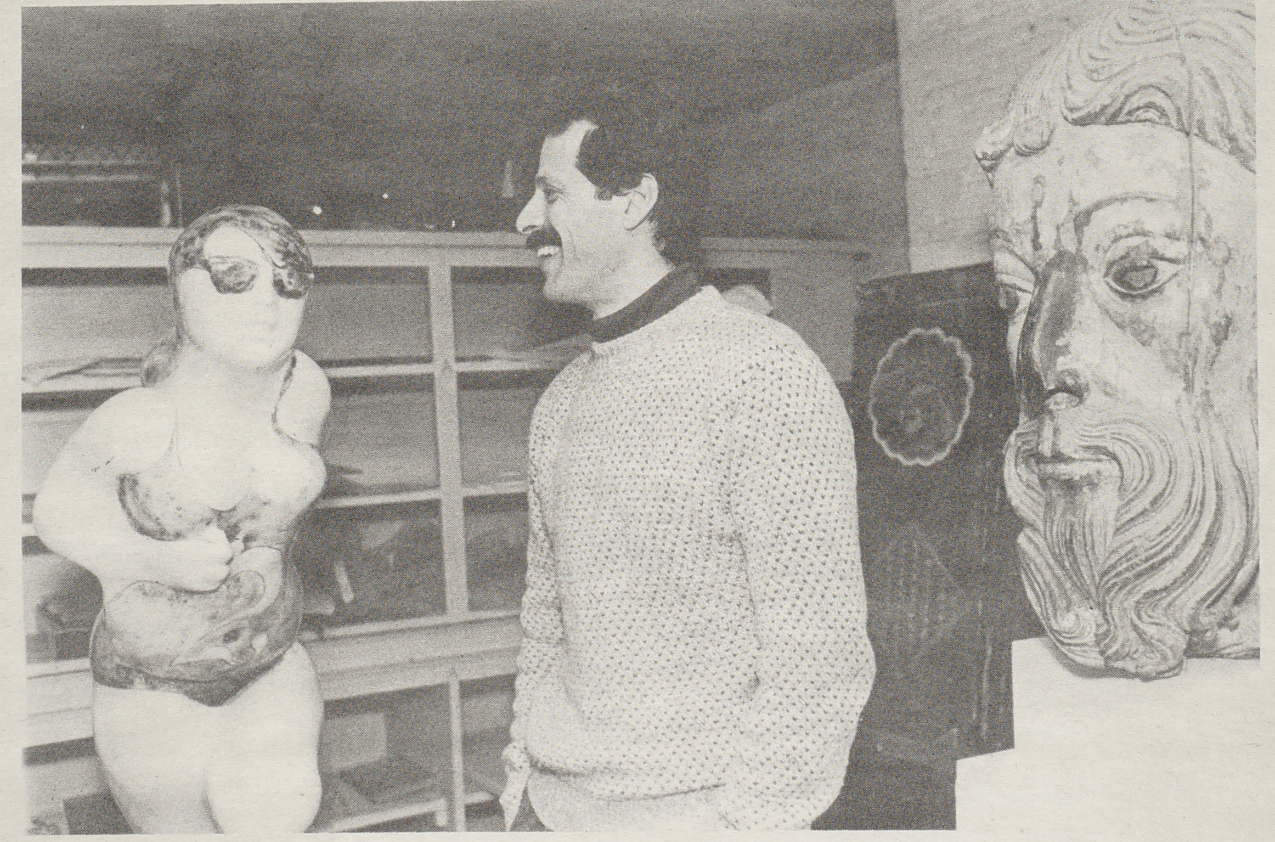
On Feb. 12 the Rhode Island College Art department faculty had the unusual opportunity of seeing the RISD Museum with its armor off.

It did not disappoint.



*What's News Photos  
by  
Gordon E. Rowley*

Franklin W. Robinson (far left), director of the Rhode Island School of Design Museum, holds up landscape by Rembrandt in museum's collection for Rhode Island College Art Department faculty to view. In other photos guests (left) gather for reception in museum's Medieval Room in front of 12th century Spanish wood sculpture "The Crucified Christ" (oak). Robinson (below) shows woman's shoe used by the Chinese on bound feet of females in ancient times. In photo at bottom left Robinson shows a Rhode Island College faculty member a cupboard full of Roman glassware from the time of Christ. In photo at bottom right Prof. Sam Ames of Rhode Island College enjoys a chance to look closely at Frank Gallo's Running Girl, a 1960's sculpture cast in polyresin and painted. Behind Ames the head of St. James The Greater, a 13th-14th century Spanish wood sculpture by an anonymous artist seems to ponder the scene. Gallo's work is part of the Albert Pilavin Collection of 20th Century American Art at RISD.







Winning debaters with their trophies Simon Lono and Mara Dolan (second from right) show Rhode Island College President Dr. Carol J. Guardo the results of their success in the McGill University tournament as Dr. Audrey Olmsted, the Debate Council's faculty advisor (l) looks on. (What's News Photo by Gordon E. Rowley).

## ★ Debate

(continued from page 1)

school of Ireland.

Dolan and Lono were the only team of 57 entries to go undefeated in the seven rounds of competition spread over two days.

Olmsted termed the victory a "pleasant surprise" considering the Rhode Island College team was the first from the United

States to win this, the oldest parliamentary debate tournament in North America, since Harvard won in 1976.

The McGill University Tournament is an international event which attracts teams from Canada, Great Britain, Ireland, Australia, New Zealand and, for the past 11 years, the United States.



Carlos Gonzalez, vice president of the Latin American Student Organization (top) plays Ecuadorean pan pipes called "las zamponas," while (below) Hmong students Neng Thao (l) and Loo Yang from Laos show off the crafts of their people at Intercultural Faire held Feb. 18 in Student Union Ballroom. (What's News Photos by Gordon E. Rowley).

## ★ AIDS

(continued from page 1)

serious questions and thoughtful responses. She feels it was a successful educational effort.

Her office also makes presentations to campus groups or in classes upon request. The presentations include a speaker and the showing of an 18 minute film entitled, *Sex, Drugs and AIDS*. Handouts are also distributed.

Oleyn explains that the presentations are made by a staff of five senior students. There are three nursing majors, a work study student and a health education major who work with Oleyn on the speaking engagements.

"I don't think anyone else is using the student to student approach on this," she says, observing that the use of peer presenters is very effective.

Oleyn points out that she can provide

speakers who have medical credentials, if desired, as well.

The members of the committee which worked to produce the guidelines and who then became the oversight committee are:

Dixon A. McCool, associate dean of student life, Dr. James J. Scanlan, M.D.; director of the College Health Services; Dr. Thomas E. Pustell, director of the Counseling Center; Cherie S. Withrow, director of residential life and housing; Richard Comerford, director of safety and security; Dr. Bennett J. Lombardo, chair of the department of health and physical education; Janice M. Ward, assistant business management officer for telephone services (representing the staff) and Oleyn.

To contact Oleyn for more information call 456-8061.

## ★ Tuition

(continued from page 3)

pay tuition at one of the state's colleges.

Kolt says the plan will help "middle-class and lower-income workers," even if they have to borrow the money to pay now.

But there are risks.

Deanna Malone of Merrill Lynch Co., isn't sure it's a good investment. Her brokers, she says, "might say 'No way. Why should you pay tuition when 10 or 15 years down the road your kid might decide not to go to college?'"

The Internal Revenue Service, moreover, hasn't approved the plans yet. If it doesn't, parents would have to pay federal taxes on the difference between the money they originally invested and the higher amount of tuition it eventually would buy.

Colleges, too, don't absolutely guarantee they'll admit the students later. "If they don't, they'd refund the original amount and keep the profits it earned in the years since, or let the student use the guarantee for another school."

Some financial aid administrators, including Katharine H. Hanson of the Consortium on Financing Higher Education, worry families will overburden themselves making lump-sum payments, and that the programs could force students to forfeit financial aid later.

Harry Sladich of Gonzaga University in Spokane, Washington, doesn't think anyone would have to forfeit aid, but worries about "the pressure on the admissions office down the road" to admit prepaid but borderline students.

Critics also point out college programs can deteriorate through time, meaning parents who thought they were paying for a good liberal arts education program might find a shoddy one 18 years later.

Illinois' Hodel wonders if it's such a

good idea for states, since they lose the taxes parents would ordinarily pay on the money used to prepay tuition.

"The loss in revenue probably would be small," he adds. "But there is some loss. It just depends on how many zeroes it takes to impress you (as a big loss)."

Most aid officials, though, like the idea. "The (prepay) concept is good," says Dartmouth aid director Harland Hoisington. "People don't save for their kids' college, and then they're stunned by what it costs when it's time to go."

Doubts and unsettled tax questions, in fact, haven't stopped anyone from adopting the idea, which Duquesne University in Pittsburgh pioneered in 1984.

Under private Duquesne's plan, which was set up by the Fred S. James Co. insurance brokerage, a toddler's parent pays the university \$8,837 now for a college education that will cost an estimated \$76,685 in the year 2001.

Since 1984, the James Company has set up prepaid plans for 11 more private colleges, and collected letters of intent to do the same from 45 more.

Colleges like the programs, says Lois Folino of Duquesne, because they help keep enrollments high and aid administrators plan what kinds of buildings, equipment, facilities and faculties they'll need in the future.

So far, Folino says, middle- and upper-income families have been most likely to sign up for plan.

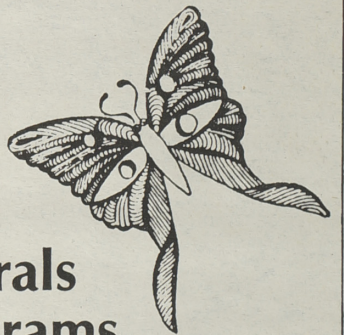
While they "don't have too much trouble with paying tuition," she notes, "they still can't just write one check for it."

Parents seem to like it so far.

Michigan's BEST now gets 4,000 inquiries a day from private citizens, while 42 states have requested information about it, Kolt reports.



## THE WOMEN'S CENTER



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## Keeping Score

with Dave Kemmy

### D'Alessandro sets new mark

Senior guard JoAnn D'Alessandro became the school's all-time women's scoring leader when she made 19 points in a 64-58 victory over Southeastern Massachusetts Feb. 12.

That performance gave her 1,335 points for her career, surpassing Christine Donilon who had compiled 1,333 from 1979-1983.

D'Alessandro has been a stalwart player for four straight seasons and has been a major part of the squad's success, especially last season when she played a major role in the squad's first women's basketball championship, the 1986 ECAC New England Division III title.

She was named to the New England Women's Division III All-Star team then as well as being named All-New England. Two seasons ago, she led the country in free-throw percentage in Division III with an 89 mark from the line.

The SMU victory was a big one because it kept the Anchorwomen at an even pace with the University of Southern Maine in the race for the Little East Conference title.

As of press time the Anchorwomen were a half game behind the Southern Maine. The Huskies have posted an 8-1 mark while the Anchorwomen are 7-1.

Monique Bessette continued her fine play with 20 points against SMU; D'Alessandro had 19, and Traci Raniello, 12.

In other action, the squad blitzed Eastern Nazarene 84-50 on Feb. 10. Bessette was game-high scorer with 20; Raniello, 18; D'Alessandro, 17; Doreen Grasso, 13, and Christin Peckham, 10.

Raniello had a game-high 14 rebounds, Peckham, 8, and Lisa Sweet, 7.

The Little East Conference post-season tournament begins Tuesday, Feb. 24, with two first-round games, pitting the third-place team against the sixth place and the fourth place against the fifth place.

The top two teams receive a bye in the first round.

The semi-finals will be played Saturday, Feb. 28. The championship game will be played Sunday, March 1.

Both the men's and women's games will be played at the site of the top men's team which, most likely, will be Southeastern Mass.

#### The Anchormen

The Anchormen dropped two out of three games last week, including an 83-65 decision at the hands of nationally ranked Southeastern Mass.

The squad had lost an earlier match-up by just two points, but the Corsairs took advantage of 33 Anchormen turn-overs and shot 20 for 33 from the free-throw line and easily ran away with the victory.

Sophomore Jesse Ferrell had a superb game for the Anchormen, scoring 30 points, shooting 15 for 18 from the field. Tom Campbell was the only other player to hit double figures with 10.

In other action the squad dropped a 70-64 decision to Eastern Nazarene. Senior Leo Cruz was the squad's top scorer with 17; Ken Sperry added 14, and Ferrell, 12.

In its only victory of the week, the squad pounded Roger Williams 75-53. Ferrell had another strong game with 20 points and was the only Anchorman to score in double figures.

The squad is currently 2-6 in the Little East Conference with two games remaining. As it stands now, the squad will play Eastern Connecticut in the first round on Feb. 24 at Eastern. The squad is 9-13 overall this season.

#### Women's Gymnastics

The women's gymnastics team faced some of the toughest competition in New



JoAnn D'Alessandro

England last week and although its record didn't improve, its performance did. They scored very well in their meets.

Against Bridgewater State College on Feb. 12 the Anchorwomen scored 140.7, but Bridgewater scored 144.6. Junior Cathy Dusza continued her fine performance by capturing the all-around title with a 32.05 score. She took top honors on the vault and in floor exercise, and tied for top honors on the uneven bars with a 7.9. Karen Charwood finished third all-around with a 28.30.

Feb. 14 the squad hosted Salem State College and the University of Bridgeport, two of the finest teams in New England.

Bridgeport won the meet with a score of 166.65. Salem scored 158.40 and the Anchorwomen scored 142.55, their highest score of the season.

Dusza finished tied for third all-around with a score of 33.10, but took first in the floor exercise with a school record 9.10. She broke her previous high of 8.9 in the event, which was also the school record.

The Anchorwomen have one home meet left, Feb. 24, against Smith at 7 p.m.

#### Anchormen Wrestlers

The Anchormen wrestlers captured a tri-meet from Boston College and Amherst recently.

Against Boston, they pounded the Division I Eagles, 38-15. Scott Martin and Eric Schneiderhan both won by pin and Joey Amato and John Palumbo both won by technical fall. Senior Captin Bob Lepre won 13-3; undefeated Wayne Griffin won 5-3 at 190 lbs, and Rick Swanson won on forfeit at 134.

The squad blitzed Amherst as well by a 41-14 score. Martin and Amato both won by forfeit; Kevin Higgins, Jeff Roberts, Glenn Conway and Schneiderhan all won by pin. Lepre won 6-2 and Palumbo tied 12-12.

The squad has just a tri-meet with Bowdoin and Trinity on Feb. 21 before they travel to the New England Division III Championships at Amherst College Feb. 26-28. The squad took a school-record third place last season and is looking for more this year.

### Principals' dual task questioned:

## Teachers have leadership role

by Albert Shanker, President  
American Federation of Teachers

History is about to repeat itself. Most recent books on achieving excellence in business call for greater employee involvement and participation. They ask that those responsible for doing the work be given "ownership."

These studies of successful businesses also point out that there is often strong opposition to greater employee participation from the ranks of middle management.

If employees are no longer merely told what to do, but are now given responsibility for planning, executing and evaluating their work, it's not surprising to find that the old foreman or plant manager believes that a new scheme just won't work unless he's on top of it all—unless he's supervising it.

Also, there's fear that, in a system which involves all employees fully, there may be no role, or a much smaller one, for management. Middle managers feel there'll be a loss of numbers, status and power.

These reactions from the business world are now beginning to appear in many of our school systems where teachers are asking for greater responsibility and showing a willingness to take on new roles. In many cases school principals argue that teachers should stick to their traditional role—teaching students—and should not be permitted to take on new ones like helping to train new and inexperienced teachers.

Some supervisor groups have been cool, or downright hostile to the Carnegie Report because it calls for an expanded role for those teachers certified by a national professional board.

Recently, school principals in Rochester, N.Y. went to court to deny state funds for a mentor teacher program which would involve outstanding, experienced teachers in giving help to their colleagues. The school supervisors' union in New York City has strongly attacked a similar proposal.

These are signs that we're about to have a national debate on the proper role of teachers and principals.

A recent article throws a good deal of light on the issue. Sharon F. Rallis, a research assistant in the Center for Evaluation and Research, Rhode Island College, and Martha C. Highsmith, director of research in the Connecticut Department of Higher Education clarify the issues in "The Myth of the 'Great Principal': Questions of School Management and Instructional Leadership"—an article in the December 1986 issue of *Phi Delta Kappan*.

According to the authors, there are two different tasks now required of school principals. The first is the job of school management: smooth building operation, coordination of activities, provision of safety for students and teachers, etc. The second is to provide instructional and educational leadership—to visit classrooms, develop educational programs, train teachers, etc.

Recent literature has stressed the importance of the principal as the instructional leader of the school, but Rallis and Highsmith "question whether it is practical to expect most principals to perform two roles that are so different and require such diverse skills. We suspect that only someone with a split personality and the time of two people can perform both functions well. We suggest that the first realistic step in school improvement is to recognize that school management and instructional leadership are two separate tasks and cannot be performed by the same individual."

At the same time that principals have been urged to become instructional leaders, teachers have been seeking a greater role in maintaining high standards, training newcomers and expanding our knowledge of what works in the classroom. Teachers often are dubious that school educational leadership and decisions can come from those who are no longer in the classroom.

"Too often," the authors point out, "decisions are made by untrained principals and superintendents using bogus, one-shot evaluation checklists to standardize teacher behavior or by school boards with their eyes on the bottom line of the school budget. In other words, teachers desire instructional leadership and recognize the need for it, but they are beginning to demand that it come from within their profession, not from without."

Rallis and Highsmith point out that, "In a good school, management and instructional leadership exist simultaneously. Management means keeping the nuts and bolts in place and the machinery working smoothly. Leadership means keeping sight of long-term goals and steering in their direction. If the machinery breaks down, the job of the leader, though perhaps not impossible, becomes vastly more complicated and difficult."

On the other hand, a well-oiled machine can continue to operate without a leader, but it may never get anywhere—except by accident."

The authors point to the fact that there are very different roles required for leadership and for management. Leadership requires vision, a willingness to experiment and change, the capacity to tolerate messiness, the ability to take the long-term view, and a willingness to revise systems. That's quite different from the maintenance manager, who requires oversight, the use of proven methods and routines, orderliness and daily attention.

The authors suggest that the two jobs be divided.

They give lengthy descriptions of the large number of important jobs the principal must do and they ask that the instructional leadership role be provided by outstanding teachers.

"We do not see that an overhaul of the system is necessary; instead we propose that schools recognize existing resources and use them to the fullest—specifically, the management skills of principals and the instructional leadership of master teachers."

"Establishing peer-based programs of instructional improvement will not only allow principals to concentrate on the demands of managing their buildings but will improve teaching by returning ownership of professional growth to the teachers themselves."

Well-managed schools that enable real instructional leaders to empower teachers can create more of the effective schools that reformers are seeking."

But, will it really work? Until it's tried, we can't say. But, the lessons of other successful enterprises tell us that it's worth trying.

(Reprinted from the Jan. 27, 1987, New York Times with permission.)

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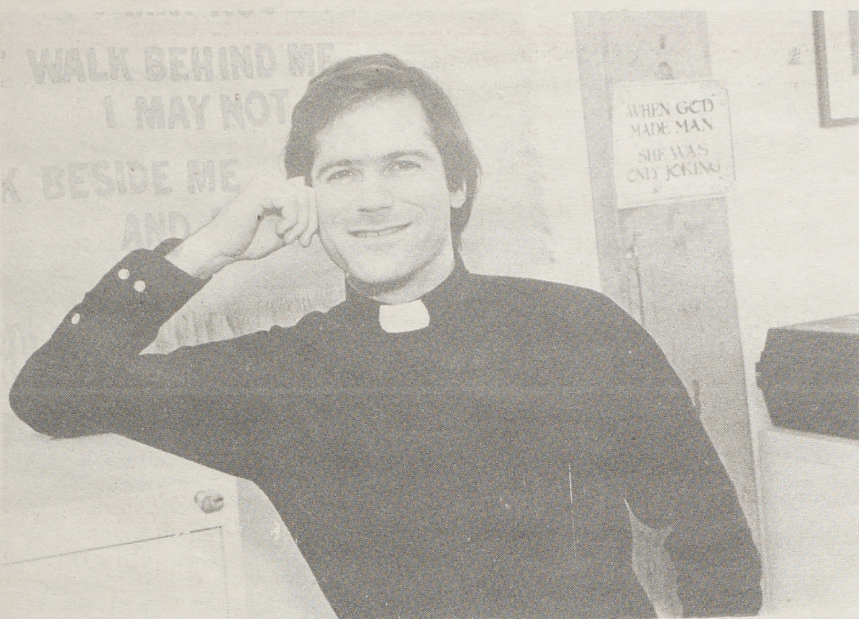


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Rev. Sean Manchester

## College welcomes new chaplain

by Johanna Bennett

On Jan. 20 Rhode Island College welcomed the Rev. Sean Manchester, college chaplain, to the college community.

Reverend Manchester, 32, is an ordained Episcopal priest who received his degree from Providence College.

Before coming to Rhode Island College, he was curate at St. Michael's Church in Bristol and chaplain at Roger Williams College. Reverend Manchester's ministry at Rhode Island College will be a part-time one—Monday, Tuesday and Friday.

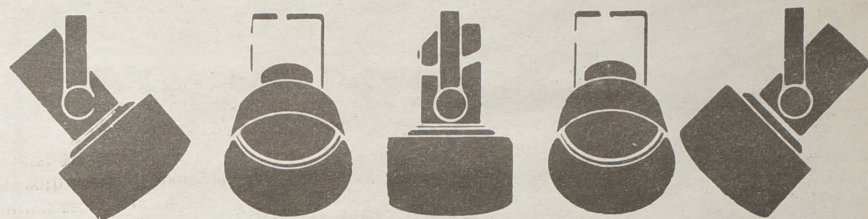
The remainder of his time is divided between Roger Williams College and supply work with various parishes in Rhode Island.

"I choose to be assigned to Rhode Island College for two main reasons," says Rev. Manchester. "I am currently one of four chaplains at Roger Williams College. I en-

joy the work very much. Working with students allows me more focus. When my contract at St. Michael's expired, I was offered the chance to do more of the work I love.

"The second reason is that I've always been extremely interested in working with college students—probably due to the chaplains I knew while in the seminary and at Providence College."

Reverend Manchester is quick to add, "I don't see my mission as to change people. I want to meet students and get involved in their lives. My goal for the semester is to be available. By being available and accessible I trust my agenda will take a back seat so I can learn about the college's life and needs. I hope to be available to students, staff, professors and administration."



## RHODE ISLAND COLLEGE Rhode Island's Center for THE PERFORMING ARTS



Latin American handicrafts are displayed at Intercultural Faire Feb. 18 in Student Union by members of the Latin American Students Organization (l-r): Nora Perez, Patricia Bergantini, Margarita Gonzalez, Elena Almonte, Salley Mendzela and Sharon Marsella. (What's News Photo by Gordon E. Rowley).

## Calendar of Events

Feb. 23 - March 2

**Monday, Feb. 23**

**Catholic Education Office to recruit.** Office of Career Services, Craig-Lee 054.

**Creative Services, Inc. to recruit.** Office of Career Services, Craig-Lee 054.

**10 a.m.—Mock Interview Videotaping Workshop** to be offered by the Office of Career Services, Craig-Lee 054.

**Noon to 1 p.m.—Alcoholics Anonymous** meeting. Student Union 305.

**2 p.m.—Interviewing Skills Workshop** to be offered by the Office of Career Services, Craig-Lee 054.

**2 to 4 p.m.—Disability Support Group** to meet. Craig-Lee 127. Everyone welcome. For more information call 456-8061.

**Monday-Thursday, Feb. 23-26**

**Noon—Mass.** Student Union 304.

**Monday-Friday, Feb. 23-27**

**Photographers/Different Drummers exhibition** to be on view at Bannister Gallery, Art Center. Photoworks by former students of photography at Rhode Island College comprise the exhibition. Gallery hours: Monday-Friday, 11 a.m. to 4 p.m., Tuesday and Thursday evenings 6 to 9 p.m. Show to remain on view through March 13.

**Tuesday, Feb. 24**

**Metropolitan Property and Liability to recruit.** Office of Career Services, Craig-Lee 054.

**Noon—Weight Loss Guidance Program meeting.** Registered dietician Kit Gallagher will advise participants. Faculty Center Reading Room. Open to the Rhode Island College campus community. Free. For more information call the Office of Health Promotion at 456-8061.

**1 p.m.—Job Search/Resume Writing Workshop** to be offered by the Office of Career Services, Craig-Lee 054.

**7 p.m.—Women's Gymnastics.** Rhode Island College vs. Smith College. Home.

**Alternatives Unlimited to recruit.** Office of Career Services, Craig-Lee 054.

**Wednesday, Feb. 25**

**Noon to 1 p.m.—History Dept. Lunchtime Colloquium.** Prof. Lawrence Sykes of the college's art department to present an illustrated lecture entitled "Roots—A Cultural Synthesis." The talk will be an analysis of the African and New World traditions that have influenced the development of black Americans. Gaige 207.

**Noon to 2 p.m.—Fourth Annual Black History Month Unity Luncheon.** Faculty Center. Open to the campus community. R.S.V.P. by Feb. 23 at 456-8061.

**12:30 p.m.—AIESEC weekly meeting.** AIESEC is the International Association of Students in Economics and Business Management. Alger 216A.

**12:30 p.m.—Biology Department Colloquium.** Dr. Theodora Robinson of North Carolina Agricultural and Technical State University to speak on "Human Chorionic Gonadotrophin and the Membranes of the Corpus Luteum." Fogarty Life Science 123.

**12:30 p.m.—Human Resource Management Club** to meet. Craig-Lee 105.

**12:30 to 1:30 p.m.—Al-anon and Adult Children of Alcoholics** to meet. Craig-Lee 127.

**12:30 to 2 p.m.—Class of '89 Annual Meeting.** Student Union ballroom.

**12:30 to 2 p.m.—Preparing for the Artists' Job Market,** a special program for students interested in careers in art, to be offered by the Office of Career Services. Art Center, room 8. No sign up necessary.

**1 p.m.—Graduate School Planning Program.** Panel of representatives from the

deans' offices, Counseling Center and Financial Aid Office to discuss and answer questions on how to choose and apply to graduate schools. Craig-Lee 105. Open to the campus community.

**1 to 2 p.m.—Anchor Christian Fellowship.** Weekly meeting. Student Union 304.

**2 p.m.—Chamber Music Series.** Stephen Martorella of the Rhode Island College music department to present a program of music of various styles and periods that will include Johann Sebastian Bach's "Concerto in the Italian Style" and "Variations on 'Mein junges Leben hat ein End'" by Jan Pieterzoon Sweelinck. Martorella will perform on three keyboard instruments, the piano, the harpsichord and the organ. Roberts 138. Free and open to all.

**Thursday, Feb. 26**

**Hartford Schools to recruit.** Office of Career Services, Craig-Lee 054.

**9 a.m.—Job Search/Resume Writing Workshop** to be offered by the Office of Career Services, Craig-Lee 054.

**8 p.m.—Black History Month event.** Paul Robeson Jr. to present a lecture on the life of his father entitled "With Malice Toward One: The Secret War Against Paul Robeson". Gaige Hall auditorium. Sponsored by Harambee, the black students' organization.

**8 p.m.—Juggler/comedian Michael Davis to perform.** Davis was in the original Broadway production of *Sugar Babies* and has made several television appearances. The Providence duet of Brian Jones and Susan Boyce, whose tap dance and vocal routines recall the vaudeville era, will appear with Davis. Roberts Hall auditorium. Tickets: \$6 general admission; \$3 Rhode Island College students with I.D. Tickets may be purchased at the Roberts Hall box office. For more information call 456-8034.

**Thursday-Saturday, Feb. 26-28**

**8 p.m.—Growing Stage** to present *A Night*

*at the Black Box.* This theatre production is directed by Jay Blakemore and Donna Dufresne. Roberts Little Theatre. Free and open to all. Seating may be limited.

**Friday, Feb. 27**

**Hartford Schools to recruit.** Office of Career Services, Craig-Lee 054.

**9 p.m. to 1 a.m.—Jamm Band to perform.** Student Union ballroom. Cost: \$3 Rhode Island College students with I.D., \$5 general public.

**Friday-Saturday, Feb. 27-28**

**T.B.A.—Wrestling.** Rhode Island College at the New England Division III Championships at Amherst College, Amherst, Ma.

**Saturday, Feb. 28**

**Day of workshops for alumni** to be offered by the Rhode Island College Alumni Association. Among the topics to be covered are: Adult Children and Aging Parents, Living with Teens: Survival Skills for Parents, Financial Rewards on the Small Investment and All Stressed up and Nowhere to Go: Productive Ways to Deal with Stress. Roberts Hall. For registration information call the Alumni Office at 456-8086.

**Sunday, March 1**

**10 a.m.—Sunday Mass.** Student Union 304.

**7 p.m.—Sunday Evening Mass.** Browne Hall, upper lounge.

**Monday, March 2**

**11 a.m. to 4 p.m.—Photographers: Different Drummers exhibition** to be on view at Bannister Gallery, Art Center.

**Noon—Mass.** Student Union 304.

**Noon to 1 p.m.—Alcoholics Anonymous** meeting. Student Union 305.

**2 to 4 p.m.—Disability Support Group** to meet. Craig-Lee 127. Everyone welcome. For more information call 456-8061.